California State University, East Bay

College of Education and Allied Studies

Department of Educational Psychology

Masters of Science (MS) in Special Education, Mild-Moderate Option
Masters of Science (MS) in Special Education, Moderate-Severe Option
Educational Specialist, Mild-Moderate Credential, Levels I and II
Educational Specialist, Moderate-Severe Credential, Levels I and II

NOTE: The MS in Special Education, Mild-Moderate Option and the MS in Special Education, Moderate-Severe Option are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Educational Specialist Credential programs, Mild-Moderate and Moderate-Severe, Levels I and II, are accredited by NCATE and the California Commission on Teacher Credentialing (CTC).

(A) Summary of Program Changes

Resources: An area of positive resources was the movement of Dr. Linda Smetana from the TED to the EPSY Department in July, 2008. Dr. Smetana brings her expertise in both Reading/Literacy and students with Mild/Moderate Disabilities to Special Education. On the minus side of resources, the two other faculty in the Mild/Moderate Disabilities area retired (Kaplan in 2009; Williams in 2010) leaving 67% fewer faculty in the MM area, or 60% of the prior 5 Special education faculty. The state Internship grant has been reduced substantially in resources available for intern support through both the university and our 26 district partners. This is in addition to the severe cuts in resources that all CSU programs are experiencing. Even with greatly increased class sizes and reductions in resources, the training program has maintained program quality as can be seen via the assessments described below. Additional Changes: Summer 2005 - The Programs were modified to conform with SB 2042 standards resulting in changes in the TED Component of the TED/SPED program. 2007 - English Learner Authorization added to Levels I, and II Education Specialist Credentials. May 2008 - Development of response to CTC 120 Preservice Intern Hour requirements. Future: Major changes in curriculum/instruction will occur over the next 2 years to meet new credentialing standards and requirements of the CA Commission on Teacher Credentialing (CTC), including the addition of at least two new authorizations in the areas of Students with Autism and Resource Specialists.

Mild-Moderate Disabilities Programs:
Program changes since the last CAPR Report are in three main areas: course content, fieldwork experiences and program faculty. The course content has been revised to reflect current research, best practices and the needs of the field. Fieldwork changes include the identification of exemplary fieldwork sites and development a formal procedure for candidates’ placement and evaluation.

Moderate/Severe Disabilities Programs:
Many of the major changes over the past 5 years related to available resources. On the plus side, the 4-year (2008 -12) $800,000 federal personnel training grant award has
provided student stipends, additional field training resources, and modifications to program curricula in the area of access to general education curriculum and classmates, and the development of model inclusive field training schools to be used for both Education Specialist and Multiple Subject student teaching experiences.

(B) Curriculum and Student Learning

Level I candidates enter the Education Specialist credential programs as TED/SPED or SPED only candidates. TED/SPED candidates must have a bachelor’s degree, have passed the CSET and CBEST examinations, have met the US constitution and field experience requirements. SPED-only candidates must have a valid CA multiple or single subject credential. Level II candidates must have a valid Education Specialist Credential and be employed in a service delivery position. Additional assessment information is acquired from candidate’s letters of recommendation and statement of purpose. Program faculty interview all prospective candidates which allows for an evaluation of candidate’s dispositions for teaching. Assessment: In 2007 an assessment process began with multiple Signature Assignments recorded on Taskstream (TS) included in identified courses across the credentials and Masters, enabling candidates to demonstrate competence in key elements of the knowledge, skills and dispositions of a Specialist and/or a Masters candidate.

Mild/Moderate Disabilities Programs: Level I assessment data are collected through completion of Program Signature assignments as found in EPSY 5125 (evaluation of curriculum), 6120 (collaboration with a general educator), 6127 (learning center/problem based learning project), 6131 (case study) and 6770 (standards based electronic portfolio). Candidates receive detailed instructions for assignment completion and rubrics for assignment evaluation. The program coordinator reviews the candidates’ scores on the signature assignments. The cooperating teacher and the fieldwork supervisor evaluate candidates during their fieldwork/student teaching experiences, EPSY 6128, 6870 and 6880. Level II: Data are gathered from signature assignments in EPSY 6129 (paraprofessional development), 6134 (renaissance teacher work sample) and 6820 (standards based electronic portfolio).

Masters: Signature assignments from Level II Program (EPSY 6129 and 6134) and evaluation of the department thesis/project. Spring 2011 will be the first year that data will be collected on the department thesis/project. Program exit: Level I and Level II exit assessments include a review of the completion of courses and of fieldwork/student teaching experiences. A final portfolio completed as a signature assignment in EPSY 6770 or 6820 is the culminating evaluation. All LI candidates complete the CSU Exit Survey. Additional data are gathered via surveys of program graduates and employers.
### MILD/MODERATE DISABILITIES PROGRAMS

#### SIGNATURE ASSIGNMENT DATA

<table>
<thead>
<tr>
<th>SIGNATURE ASSIGNMENT</th>
<th>2008-09</th>
<th>2009-2010</th>
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</thead>
<tbody>
<tr>
<td><strong>LEVEL I</strong></td>
<td></td>
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<tr>
<td>1. Program Evaluation 5125</td>
<td>3.9/4</td>
<td>3.2/4</td>
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<tr>
<td>2. Collaborative Consultation 6120</td>
<td>3.89/4</td>
<td>3.80/4</td>
</tr>
<tr>
<td>3. Learning/Passion Center 6127</td>
<td>3.7/4</td>
<td>3.68/4</td>
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<td>4. Assessment Case Study 6131</td>
<td>3.5/4</td>
<td>3.54/4</td>
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<td>5. Student Teaching Evaluation 6800/6880</td>
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<td>3.8/4</td>
</tr>
<tr>
<td>6. Final Portfolio 6770</td>
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<td>3.6</td>
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<tr>
<td><strong>LEVEL II</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Personnel Development</td>
<td>3.9/4</td>
<td>3.89/4</td>
</tr>
<tr>
<td>2. Renaissance Teacher Work Sample</td>
<td>4/4</td>
<td>3.74/4</td>
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<tr>
<td>3. Final Portfolio</td>
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<td>3.7/4</td>
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</table>

**Moderate/Severe Disabilities Programs: Key assessments**

**Level I:** Program Evaluation (5136); Collaborative Project (6120); Fieldwork Performance (6860); Instructional Program (6137); Classroom Management (6137) and Final Student Teaching Performance (6880).

**Level II:** Paraprofessional Development (6129); Curricular Modification (6141) and Fieldwork Performance (6872).

**Masters-M-S:** Signature Assessments include one L1 from 6120 above; one L2 from 6141 and the University Thesis rubric-based evaluation at thesis submission (6910). The 6910 component begins 2010-11; Masters scores on the first two are included within the SA data presented.

**Candidates’ evaluation of courses,** fieldwork/student teaching cooperating master teacher and university supervisor provide additional formative data. Exit interviews for the Level I-II provide data for program evaluation; the CSU Exit Survey for Level I provides with an avenue for graduates’ program evaluation. Performance data are gathered from employers and follow-up candidate evaluation of the program is gathered via a survey every 2 years.

### MODERATE/SEVERE DISABILITIES PROGRAMS

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<td>3.52/4</td>
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<td>2. Collaborative Consultation</td>
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<td>3.80/4</td>
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<tr>
<td>3. Field Evaluation</td>
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<td>4.60/5</td>
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<td>4. Instructional Program</td>
<td>3.77/4</td>
<td>3.68/4</td>
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<td>5. Classroom Management</td>
<td>3.01/4</td>
<td>3.70/4</td>
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<td>6. Student Teaching Evaluation</td>
<td>5.76/6</td>
<td>5.84/6</td>
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**LEVEL II**

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<th>3.61/4</th>
<th>3.94/4</th>
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<td>2. Curricular Modifications</td>
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<tr>
<td>3. Field Evaluation</td>
<td>3.84/4</td>
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Follow-Up Data - Employer Surveys disseminated in Summer 2008 to 35 area principals for administrator data regarding skills of Level 1 and Level 2 graduates of the past 2 years. Surveys returned from **12 principals in 10 area school districts across three counties**, elementary (7), K-8 (2) and middle school (3). A mean score of 3.62/4 (91%) supports the high quality of CSUEB graduates from the Education Specialist: Moderate-Severe Disabilities programs and the quality of the program itself. Graduate surveys and student evaluations of courses and supervisors Indicate satisfaction with all aspect of the training program, use of program skills, knowledge and dispositions in employment upon graduation.

**3. Candidate Recruitment, Retention, Potential Growth: Special Education Cluster**

**Recruitment:** Candidates are recruited in several ways. Faculty/Program Coordinator attend monthly Credential Student Service Center (CSSC) Admission and Advisement sessions and present the options for program completion. Program information is on EPSY and CSSC websites. Program advisors respond to all e-mail and phone inquiries. Program graduates serve as informal ambassadors- inquiries often come through colleagues of program graduates. Special Ed facult hold and publicize 1-2 annual Specialist recruitment sessions per year. Dissemination of brochures at graduate fairs, conferences etc., articles and conference presentations about the program; information in the popular media (newspapers, radio), and stipends and mentoring support are provided.

**Mild-Moderate Disabilities Programs: Retention/Advising:** The Program Coordinator(PC) advises all candidates through group sessions at least quarterly, and is available for additional advisement through face-face meetings, e-mail and phone communications. All candidates’ grades and progress towards completion of TPA requirements are monitored by the PC, who also meets with candidates who are not making adequate progress. An intervention program to support the candidates is developed, monitored by the candidate and the PC. **Program Growth Potential:** School districts continue to need/ hire qualified Education Specialists. The new Education Specialist: M/M Disabilities Credential program began summer 2010 offered through the Alameda County Office of Education (ACOE) with 20 students.

**Moderate/Severe Disabilities Programs:**

Retention/Advising activities are a core aspect of the program. Students are required to participate in at least one quarterly advising session with faculty and as many as they/we feel are needed; faculty and supervisors are also available to students via phone, email, and Blackboard. Weekly cluster meetings are used to review student progress and discuss any needed support/intervention needed for specific students. Mentoring is employed through the grant noted above. See Potential for Growth plan described below.

(C ) **Faculty**

**Background.** This year, the Special Education post BA and Masters programs in Mild-Special Education (& Liberal Studies Special Ed Undergraduate Option) have lost 40%
of the tenured faculty through the retirements of two of the five faculty, leaving only three. The emphasis of both of the retired faculty was Mild-Moderate Disabilities, and this equals a 67% reduction in that faculty, which is left with one tenured faculty. Lecturer funds for teaching and supervision have been cut significantly and the ratio of students to supervisors has been increased by 33%. These changes are coupled with deep cuts in state grant money for the internship support to candidates and to CSUEB. Changes co-occurred as faculty revised all assessments of student competence and put into place the electronic platform for data analysis. We have increased student enrollment in the Mild-Moderate Disabilities programs from approximately 65 in Levels 1.2 and Masters to over 85, with more than 35 in Levels 1,2 and Masters In Moderate –Severe Disabilities, to address the persistent, critical need for special educators throughout the state (CTC, 2010), while maintaining our high standards, which include a joint, dual credential program with the TED Department. Class size of our core SPED classes now approaches 60, in post graduate courses, with 50 in one Level 1 MM Disabilities class this Fall. For these reasons, and concurrent need to submit- for university and CTC approval-and implement revised credential programs based on new CTC standards, and, with the certainty of future retirements over the next few years; there is an extreme need for a systematic replacement and growth plan for special education faculty positions.

2010-2011 Assistant/Associate Professor in Special Education: Mild- Moderate Disabilities
Teach coursework in credential and Masters programs; advise and supervise students and Interns in field placements and student teaching and/or Internships; conduct student recruitment events, provide training to supervisors

2011-2012 Assistant/Associate Professor In Special Education: Mild Moderate Disabilities
Second faculty person to bring MM Disabilities program up to three faculty; minimum required for advising, instruction, and supervision of credential as well as Masters students; coordination of placement activities with school districts in multiple counties, and grant writing to support ongoing program improvements.

2012-2013 Assistant/Associate Professor in Special Education: Moderate-Severe Disabilities
Faculty to address the shortfall expected with one retirement in 2012, to maintain the restored cadre of five faculty and thus support the programs discussed above, with supervision, coursework, and coordination with school districts, as well as specialization in areas such as alternative and augmentative communication, positive behavior support, inclusive schooling, adapted curriculum and standards-based instruction for students with severe disabilities including autism.

2013-2014 Assistant/Associate Professor in Special Education: Mild- Moderate Disabilities
Faculty with research and teaching specialization in Early Childhood Special Education to take the lead in developing the Early Childhood Special Education (Infant- Preschool) credential and masters program; additional possible focus areas: English language learners and disability; secondary curriculum and intervention for adolescents with mild-moderate disabilities; instruction of students with autism.

2014-2015 Assistant/Associate Professor in Special Education: Moderate-Severe Disabilities
Position to address the shortfall expected with additional anticipated retirement. Position with specific expertise to: work with the special education faculty to design/ implement the Early Childhood Special Education (Infant- Preschool) credential and Masters, as this is a cross-categorical credential for candidates to serve students in preschools that involve a full range of students with and without disabilities. Additional emphasis: transition from school to college and adulthood.

2015-2016 Assistant/Associate Professor in Special Education: Mild- Moderate Disabilities
This third position in Mild-Moderate disabilities will bring the faculty back to the level recommended by CTC in its 2002 accreditation review when the SPED Internship program was being added to our offerings, and will enable increased partnerships with area LEAs, thus increasing enrollment further.

(D) Resources
Unique resource needs of the special education programs include: Costs of field supervision, costs of travel reimbursement for field supervisors, acquisition of evaluation instruments for K-12 students, examples of K-12 instructional materials adapted for universal access, staff costs to administer TaskStream. There are additional costs in both faculty and staff time to maintain CTC and NCATE accreditation.

(E) CAPR Website Five-Year Data
Please go to the CAPR website and click on “Dept 5 Year Statistics”

(1) CEAS Template
Click on the tab for the Department of Educational Psychology, “EPSY”

(2) University Enrollment and FTES by College and Department
Find CEAS data under “CEA” and look for data for “Educational Psychology”

(3) University Enrollment and FTES by College, Dept, and Program Major
Find CEAS data under “CEA” and look for data for “Educational Psychology”

(4) University Enrollment and FTES by College

Find CEAS data under “CEA”

(5) Enrollment by Ethnicity

Find “Special Education”

(F) Additional, Internal CEAS Data

Table F-1
Credential Program Headcount
Fall 2010

Mild-Moderate Levels I and II: 92
Moderate-Severe Levels I and II: 48

Table F-2
Department of Educational Psychology
Enrollment, Student Credit Units (SCU), Fall 2009 and Fall 2010

<table>
<thead>
<tr>
<th>Sections</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tbody>
<tr>
<td>SCU</td>
<td>3164</td>
<td>4231</td>
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</table>

Table F-3
Department of Educational Psychology
Tenure-Track, Full-Time Faculty and Lecturer, Part-Time Faculty
Fall 2010

Total Headcount of All Faculty: 28
Total Full-Time Equivalent Faculty (FTEF): 14.07
Percent Full-Time, Tenure-Track, in FTEF: 10.0/14.07, 71%
Table F-4
Department of Educational Psychology
Course Section Profile, Fall 2010

Total Course Sections: 41
Excludes supervision, independent study, project/thesis sections

Percent taught by tenure-track faculty: 32/41, 78%
Average class size, all sections: 26.12
Average class size, tenure-track: 39.27
Average class size, lecturer: 19.25
WTU of supervision covered by lecturers: 26.12

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